

Delaware Recommended Curriculum

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Respect in Civil Society
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Content Area: Social Studies
Grade Level: 2

Summary of Unit

The American political system was intentionally created to rest on the foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. These principals and ideals are codified in the United States Constitution, the Bill of Rights, and other significant documents. Understanding, achieving, and upholding them represents a major challenge to each succeeding generation of American citizens.

The understanding called for requires knowing “why” respect for others is a foundation of civil society. The answer involves the need for order, but also the need for tolerance and respect for laws if freedom and democracy are to prevail.

Teachers at this grade cluster could use the “Golden Rule”: Do unto others as you would have them do unto you. The idea to be taught is that your freedom depends on the government and your fellow citizens respecting your dignity as a person, your right to express your opinions, and your right to own and control property. Conversely, the respect of others for you depends on showing the same respect for them. The benchmark implies the need for tolerance of opinions, which means tolerance for the expression of opinions. At this grade level, “property” might be best discussed as personal property.

At the conclusion of this unit, students will know why respect for others is a foundation of civil society. They will be able to demonstrate respect in the classroom and playground, and taking turns sharing ideas quietly. Respect for property might be demonstrated by not taking or damaging someone else’s school supplies. Students will be able to analyze a situation where the respect for others, their ideas, and property is essential to live peacefully in our society.

Source: [Delaware Social Studies Clarifications Document](#)

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

Civics Standard Two K-3: Students will understand that respect for others, their opinions and their property is a foundation of civil society in the United States.

CCSS.ELA-Literacy.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Big Ideas

- Citizenship
- Respect

Unit Enduring Understandings

Students will understand that:

- The principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Unit Essential Questions

- Why is respect for others, their opinions, and property so important in our society?
- How do I show respect?

Knowledge and Skills

Students will know...

- Why respect for others is needed for a civil society.
- How to demonstrate respect.

Students will be able to...

- Explain why respect is used to get along in society.
- Demonstrate respect for others, their opinions, and property in various situations.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform the task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

Essential Questions Measured by the Transfer Task

- Why is respect for others, their opinions, and their property so important in our society?
- Why should I respect others? How do I show respect?

[Click here for the transfer task and rubric.](#)

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Respect

I am so happy to meet you! I have heard many wonderful things about you.



to think highly of something or someone

Opinion



I think my grandpa is the coolest!

a thought or belief about something that is not a fact

Property



something that is owned by someone

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson One

Essential Questions

- Why should I respect others?
- How do I show respect?

Background

The student understanding called for requires knowing why respect for others is a foundation of civil society. The answer involves the need for order, and also the need for tolerance and respect for laws if freedom and democracy are to prevail.

Instructional Strategies

Strategy 1: Gathering Information Think/Pair-Share

Ask the students: What is RESPECT? Put the word on a chart/blackboard. (Use word wall card on page 7 of this unit when finished eliciting responses.)

Do a flash web having students write everything that RESPECT brings to mind with an elbow partner. Share student ideas and have them add to the chart what respect means to them.

Ask students how is respect shown? Have students draw pictures or role-play ways to demonstrate respect to others. Create a list on the chart of these ways to show respect.

The Golden Rule: "Treat others the way you want to be treated" may be mentioned by some students.

Check for Understanding

- ✓ Have the individual students draw a picture of a person showing respect and write a caption explaining why they are respecting others.
- ✓ Elbow partners could role-play a situation to demonstrate respect and tell why it is appropriate.

Rubric

1 - This response gives a valid explanation for why they are respecting others.

Strategy 2: Extending and Refining Making Comparisons/T-Chart

Have small groups of 3-4 students answer the question: Why should I respect others? Use the T-chart within each group to compare what respect is and is not.

Respect is...	Respect is not...

Why should I respect others?

- Share each group's answers and charts and discuss the role of class laws to encourage desired respectful behaviors and an orderly classroom.
- Have students suggest class laws and form a list to demonstrate an understanding of respect for all. If respect was not already in the class laws, ask why adding it would be important. (This is the basic rule of reciprocity that makes society possible. The idea to be taught is that your freedom depends on the government and your fellow citizens respecting your dignity as a person and your right to express your opinions. You must also show respect in return.)

Check for Understanding

- ✓ Ask students to do the [self-evaluation](#) and reflect on their level of respect. Save these to compare at the end of the lessons.
- ✓ This reflection could be used as a pre-assessment and post-assessment for the students to better understand their rights and responsibilities as a respectful citizen in our democratic society.

Strategy 3: Extending and Refining Identifying Similarities and Differences

Have students fill out [interest cards](#) about themselves. Ask each student to only write his or her own initials on the back.

Collect the student interest cards and switch them with other students anonymously. Have the new student read the card, one clue at a time, and try to find the original student. Model this with one volunteer and then allow the students a few minutes to circulate and find their match to the cards. This is an excellent "ice-breaker" activity at the beginning of class. After each student has found the matching person, have them sit and discuss what

they may have in common and their differences. Since each student will need to talk to two other class members, allow time for them to switch and talk to the second person.

Gather the whole group together in a circle and discuss what they have found out about **similarities and differences** among themselves. Have volunteers raise their hands to share one way in which s/he and another student are alike or different. The trait should be something they learned today by playing the game. For example, students might say, "I didn't know that Andre and I both speak Spanish," or a difference could be discovered that was new to them, "I didn't know that Jada was left-handed and so good at art."

Use a chart or bulletin board to display the special talents mentioned by students about themselves and others. Our **"Experts Among Us"** chart might include great in art, super in baseball, excellent at spelling, etc.

Check for Understanding

- ✓ Ask students, "What do you have in common with a classmate?"
- ✓ "How are we each different? How can differences be good?"
- ✓ Now that you know more about each other, how does that help you better appreciate each other and respect each other?

Use the "Experts Among Us" chart whenever team projects are needed for jobs and dividing experts among the teams.

Strategy 4: Application Non-Linguistic Representations

Divide the class into 3–4 member teams, making sure to have experts spread out in all groups. Pass out newspapers or magazines, and have the students to find and cut out pictures of people showing respect for others and property. Students can also draw people and show how they demonstrate respect for others that are similar and different from them. Encourage students to look for people of different ages, sizes, races, able and disabled, both genders, etc.

Have students share the jobs of cutting, arranging, drawing, pasting, and writing sentences as captions. Allow time for students to cut, arrange, or draw and glue the appropriate examples to a large piece of plain construction paper or poster board. When completed, have teams present their collages as evidence of respect to the class.

Check for Understanding

- ✓ Exit ticket: Have each student tell his/her meaning for the word RESPECT and how his/her team collage shows respect for others and property.

RESPECT for others MEANS....	HOW THIS COLLAGE SHOWS RESPECT....

Review the ideas used to explain RESPECT. [Have students fill out strips of paper whenever they witness others demonstrating respect in the classroom daily.](#) Have a shoebox for these papers to be placed anonymously all day long.

Talk about ways in which students show respect for adults and other family members. Ask students to share ways in which they can show respect for one another daily. List any new student ideas on the chart. At the end of each day, check and share observed respectful behaviors. This highlights and reinforces all the desired examples of respectful behaviors that occur daily. Make paper links from these and watch them grow daily. Put the paper chain up on the walls.

Lesson Two

Essential Questions

- Why is respect for others and **their opinions** so important in our society?
- Why should I respect others? How do I show respect?

Instructional Strategies

Strategy 1: Gathering Information Graphic Organizer

Ask students: "What is your favorite vegetable/best pet/favorite sports team?"

Explain to students these are OPINIONS and not factual statements. Opinions are your thoughts or beliefs about something that is not a fact. (Include opinion on the word wall card to build the concept.)

Elicit student ideas from open-ended questions:

- What would happen if students made fun of each others' opinions in our class discussion?
- Why is it bad to call other people names?
- How can we show respect of other's opinions even if we do not agree with them?

Have teams of 3–4 students use the graphic organizer to demonstrate why we should respect other's opinions and what happens when we do not tolerate other's opinions.

How to show respect for different opinions	What can happen when you do not respect different opinions

Check for Understanding

- ✓ How do you show respect for other's opinions?
- ✓ Why is this important in our lives?

Rubric

- 2 – This response gives a valid explanation and a valid reason.
- 1 – This response gives a valid explanation or a valid reason.

Strategy 2: Extending and Refining Simulations/Transparency

Elicit students' ideas to respond respectfully to the following simulations with their elbow partner:

Setting	How you show respect	Why you show respect
1. A classmate is wearing the NY team hat and you like another team.	1.	1.
2. The class is saying the Pledge of Allegiance.	2.	2.
3. A player on the other team kicks a goal.	3.	3.
4. A player makes fun of you when you miss a goal.	4.	4.
5. The new student in class wears long, black clothing due to her religion.	5.	5.
6.	6.	6.

Share out student responses. If time permits ask volunteer pairs to role-play the simulations. Students may suggest other situations (blank space) they have made connections with during this lesson to demonstrate the need to respect others and their opinions.

Ask the students how they feel in each simulation. It is much easier for some of us to respond respectfully when others are also respectful. It is more difficult to keep a respectful attitude when others are not respectful. Being respectful is a two-way process.

Check for Understanding

- ✓ Why is it important to continue to show respect in every situation?
- ✓ How can you still be respectful even when the other person is not?

Rubric

- 2 – This response gives a valid reason with a valid explanation.
- 1 – This response gives a valid reason or a valid explanation.

Strategy 3: Application

Role-Play

Using the concept of respect for others and their opinions and chart answers students have offered, randomly distribute role cards with character situations to teams of 3–4 students. Ask students to “try-on” another’s opinions and discuss the ways each should be respected.

Have teams prepare short skits to demonstrate respect for others and their opinions even if they are different from their own beliefs. Your class is to decide the menu and activities for a class picnic.

Role Cards

I am a student who does not eat meat.	I am a student who loves to eat hamburgers.
I am a student who loves to play kickball at picnics.	I am a student who likes to find rocks outside.
I am a student who must use a wheelchair to move around.	I am a student who thinks everyone should do what I want to do.
I am a student who must pray before eating any food.	I am a student who likes to call people names.

Within each skit answer the following questions:

1. How can each person and their opinions be respected when choosing the picnic foods and activities?
2. What class rules could be used to help respect others and their opinions when setting up the class picnic and activities?

Lesson Three

Essential Questions

- Why is respect for others' **property** so important in our society?
- How do I show respect for property?

Instructional Strategies

Strategy 1: Gathering Information

Think/Pair/Share

Ask each student to think about what they own (crayons, pencils, books, toys, bikes, etc.). These things are considered PROPERTY. Use the word wall to introduce PROPERTY. Have each pair of students answer the following questions:

Things I own – my property	Do I share it with others?	Why should others respect it?

Share with the whole class the ideas the partners have written and discuss showing respect.

Check for Understanding

- ✓ Give an example of property that you have.
- ✓ Why should others respect your property when you choose to share it?

Rubric

- 2 – This response gives a valid example of property with a valid reason.
- 1 – This response gives a valid example of property or a valid reason.

Strategy 2: Extending and Refining Graphic Organizer

Ask students what happens when you lend your crayons to someone and s/he loses or breaks them? What happens when someone tried to use your property despite the fact that you did not want her/him to use it?

Elicit ideas from the whole group that demonstrate the correct ways to respect other's property and the incorrect ways to show respect. Have students build a T-Chart on the chalkboard or chart paper.

T-chart for Respect of Property

Showing respect for other's property	Not showing respect for other's property

Discuss how it feels to have others not respect your property and ways to encourage respectful behaviors. Ownership implies that the owner has the right to make decisions whether or not to share her/his belongings with others and how the property is to be used.

Check for Understanding

- ✓ Remind students that they been thinking about the correct and incorrect ways to show respect for other's property.
- ✓ What class rules about sharing could we make for respectful use of other's property? Explain your answer.

Suggestions for rules may include:

1. Ask permission to borrow things-explanation-respect other's feelings and property.
 2. Always return things to the owner-explanation-respect other's feelings and property.
 3. Always take care of borrowed things-explanation-respect other's feelings and property.
- Consider adding these class rules to your chart.

Rubric

- 2 – This response gives a valid class rule with an accurate and relevant explanation.
- 1 – This response gives a valid class rule with an inaccurate, irrelevant, or no explanation.

Strategy 3: Application Problem Solve/Role-Play¹

Have students read the following scenario.

Stan's New Mitt

There were two really great friends named Stan and Ben. On a sunny day at recess, Ben asked Stan to come over and play a game of catch with him. Stan had a brand new baseball mitt that he cleaned and polished.

Ben did not have a mitt and used his bare hands to catch the baseball. Ben really wanted to borrow Stan's new mitt.

Ben asked to use Stan's mitt because his hands were sore from catching the ball with his bare hands. Stan thought for a minute about what he should say.

Stan wanted to say "No," but would that ruin their friendship?

Ben kept asking Stan again and again and said, "If you don't, I won't be your friend!"

Stan did not understand; he felt so sad. Then he remembered the class rules about ownership and other's property. Even under pressure, the choice is yours if you want to share. Ben was getting mad and began to throw a fit.

Stan decided and said to Ben, "This is my new mitt. The choice is really mine to decide what I lend. If you accept my decision, it proves you are a real friend."

Ben thought for a minute and then realized that he did not want to make Stan upset.

Stan added, "I have another old mitt at home. I can bring it tomorrow to share with you. Then we can both have mitts and play catch. Please just take good care of it."

Ben said, "Thanks, Stan. I'm sorry I got mad at you. I will take good care of your mitt."

Stan smiled and said, "Apology accepted. Friends respect each other, their opinions, and their property." Stan and Ben remained friends.

¹ Adapted from [Preventing and Solving Conflicts, lesson five](#). The lexile level for this reading is 740L, within the appropriate range for grade 2.



Have students to think about and answer the following questions:

1. What is the main purpose of this text?
2. What is the **most likely** meaning of the word mitt, as it is used in this text?
3. How do the class rules that you made fit with what you read?
4. Why should you respect other people's property?
5. How did showing respect for the person and his property help in the end of the story?

Now you are going to read a **new situation** where there might be a problem over sharing someone else's property. Each team will have a different situation to act out. Decide who will act out each part and perform your skit. Use teams of 3-4 students.

Stop and ask the rest of the class ways to solve the problem. (Your team should also think of one way that the problem may be solved and see if your solution matches any of the class rules involving respect we decided earlier.)

Situation 1

A group of children was taking turns on the playground rock wall. Each child was allowed time to climb the wall. One child chose not to get off the wall when his turn was over. The child who was next became upset.

Situation 2

A child owns an iPod with many favorite songs. A group of children approached the child and asked to use the iPod. The child does not want to let them use it. They begin pressuring the child to let them use it anyway.

Situation 3

A group of children is playing with sports trading cards. One child has a very valuable card and refuses to trade that card with the other children. A second child grabs the card in an attempt to see it and tears the card. The owner becomes very upset.

Situation 4

The class is working on a team project. One student decides to not do his part of the work and instead draws with a marker on the school desk. The team becomes upset.

Situation 5

During class, the students are using paints to make their project. One student has brought a special color from home to use. Another student asks to borrow the new color and the owner is trying to decide how to say "No" without hurting the other's feelings.

(Alternate ending could have the owner say "Yes, if you treat it with respect.")

Conclude the lesson by encouraging students to accept choices others make concerning their belongings and by respecting them and their property.

Check for Understanding

- ✓ How did you solve the situation problem?
- ✓ Explain how showing respect for others and their property is important to prevent and solve problems.

Rubric

2 – This response gives a valid solution and a valid explanation.

1 – This response gives a valid solution and a valid explanation.

Check for Understanding

- ✓ Complete the [self-evaluation](#) again in order to compare responses from the beginning of the unit.

Resources and Teaching Tips

Additional student reading to help teach respect for others, their opinions, and property:

- *Beauty and the Beast*, Disney
- *Dragonfly's Tale*, Kristina Rodanas
- *Grouchy Ladybug*, Eric Carle
- *Hey Little Ant*, P & H Hoose
- *Through Grandpa's Eyes*, Patricia MacLachlan
- *Ugly Duckling*, Hans Christian Andersen

Websites to teach respect, ESL applications, and USA symbols for respect of opinions and property

- www.educationworld.com/a_lesson/04/lp329-01.shtml
- www.everythingESL.com
- <http://bensguide.gpo.gov/3-5/symbols/index.html>
- www.peacefulsolution.org/curriculum/products/Free_lessons/GR3U1L5.pdf

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Respect in a Civil Society
Transfer Task

Prior Knowledge	You have learned about the concept of respect, the need for it in school situations and how to show respect. Now you are ready to explore a new situation to demonstrate respect in our society.
Problem	Everyone can freely visit several public places in our society such as your local park. You notice people are doing whatever they want there, and it is not always clean and safe.
Role	You are a member of the civic association for the local park and have been given the job to help improve how people treat visitors and the park property.
Product/ Performance	<p>You will list three possible problems that involve respect for others, their opinions and property that could occur in the local park.</p> <p>Next, you will make rules to solve the three problems.</p> <p>Then you will explain why people should follow the rules in your speech or presentation.</p>
Criteria for an Exemplary Response	<p>The chart and responses will include:</p> <ul style="list-style-type: none">• At least three problems concerning respect for others, their opinions, and property.• Appropriate rules to solve the three problems identified.• Why people should follow the rules.• A written speech/poster to explain to the civic association how these rules improve the park safety and respect.

Write three problems in each column below concerning respect for others, their opinions, and property.

Use lesson vocabulary words to help explain your answers:

- respect
- people's opinions or ideas
- people
- property

Park Problems	Rules to Solve Problems	Why People Should Follow the Rules

Rubric

Scoring Category The response chart and speech include ...	Score Point 3	Score Point 2	Score Point 1
three statements explaining the problems that exist that would violate respect for others, their opinions, or property.	The statements explaining the problems and how they violate respect for others, their opinions, or property are thoroughly developed .	The statements explaining the problems and how they violate respect for others, their opinions, or property are partially developed .	The statements explaining the problems and how they violate respect for others, their opinions, or property are minimally developed .
the list of rules that solve the problems are clearly stated.	The list of rules that solve the problems are clearly stated and thoroughly developed .	The list of rules that solve the problems are clearly stated and partially developed .	The list of rules that solve the problems are clearly stated and minimally developed .
an explanation of why people should follow the rules—rules support a respectful, safe society.	The explanation of why people should follow the rules to support a respectful, safe society is thoroughly developed .	The explanation of why people should follow the rules to support a respectful, safe society is partially developed .	The explanation of why people should follow the rules to support a respectful, safe society is minimally developed .
use of content-appropriate vocabulary in order to demonstrate understanding.	Content-appropriate vocabulary is well developed and evident .	Some evidence of content-appropriate vocabulary.	Minimal evidence of content-appropriate vocabulary.

Exceeds the Standard: 12
 Meets the Standard: 9-11
 Near the Standard: 5-8
 Below the Standard: 0-4
 Total Score: _____

Respect in a Civil Society
Check for Understanding
Lesson One, Strategy 2

Self-Evaluation

Name: _____

1. I show respect to everyone

- Always
- Sometimes
- Never

2. Who do I respect?

3. Why do I respect them?

4. How could I improve respecting others?

Respect in a Civil Society
Lesson One, Strategy 3

Student Interest Cards

1. My favorite hobby is _____.
2. When I grow up I want to be _____.
3. The most fun thing I did during vacation was
_____.
4. I am very good at _____.
5. I have a pet _____(yes/no).
6. I have ____brothers and ____sisters.

=====

Respect in a Civil Society
Lesson One, Strategy 3

Student Interest Cards

1. My favorite hobby is _____.
2. When I grow up I want to be _____.
3. The most fun thing I did during vacation was
_____.
4. I am very good at _____.
5. I have a pet _____(yes/no).
6. I have ____brothers and ____sisters.

Respect in a Civil Society

Lesson One, Strategy 4

Please write your initials on the back of this paper.

Person showing respect	Action showing respect

Example:

Person showing respect	Action showing respect
Riley	I heard Riley ask permission to borrow my crayons.

=====

Respect in a Civil Society

Lesson One, Strategy 4

Please write your initials on the back of this paper.

Person showing respect	Action showing respect

Example:

Person showing respect	Action showing respect
Riley	I heard Riley ask permission to borrow my crayons.